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ABSTRACT

For the past two years Hofstra has participated in the College Entrance Examination Board's (CEEB) Admissions Testing Programs (ATP). Through this program, Hofstra has received summary statistics on the students who have requested that their SAT scores be sent to Hofstra, those who apply, and enrolled students. Normative data are also included for prospective applicants to all colleges and to other four-year private colleges to provide a perspective for determining unique characteristics of Hofstra prospective applicants. The profiles are based on responses to the Student Descriptive Questionnaire (SDQ), which provides information concerning student interests, backgrounds, activities, and educational plans. The main questions asked in this document have to do with the characteristics of: prospective applicants as compared to those of other four-year colleges and to other colleges in general; the accepted applications as compared to the enrolled; the enrolled as compared to the no-shows; and Hofstra applicants who requested financial aid as compared to the total group. In addition, each subgroup's profile can be compared with each other and all groups can be compared over time. These data provide much information that can be used for admissions criteria, financial aid policies, plans for academic programs, and particularly for recruitment purposes. (Author/KE)

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Report #112
October 1975

CENTER FOR THE STUDY OF HIGHER EDUCATION

HOFSTRA UNIVERSITY

College Board Admissions Testing Program

Summary Reports

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Profiles of Hofstra Prospective Applicants at Various Points in the Admissions Process

Marie McDermott

For the past two years Hofstra has participated in the College Entrance Examination Board's (CEEB) Admissions Testing Program (ATP). The College Board has geared the ATP toward providing information to colleges and scholarship sponsors in a set of statistical profiles of high school seniors at various points in the admissions process. Through this program, Hofstra has received summary statistics on the students who have requested that their SAT scores be sent to Hofstra (prospective applicants), those who actually apply (applicants) and finally, enrolled students. Normative data are also included for prospective applicants to all colleges and to other four year private colleges to provide a perspective for determining unique characteristics of Hofstra prospective applicants. The profiles are based on the students' responses to the Student Descriptive Questionnaire (SDQ), which they filled out at the time that they took their SAT's. This questionnaire provides information concerning the students' interests, backgrounds, activities and educational plans.

In addition to the overall profiles mentioned above, we have received from the College Board summary statistics on our applicants within six selected categories: applicants who ranked in the top twenty percent of their high school class, applicants who requested financial aid, applicants who indicated that they wanted to live in dormitories, Nassau County applicants, Queens County applicants and applicants from the entire Metropolitan area and Long Island. These categories were selected by CSHE in cooperation with the Admissions Office. The information required to provide the groupings was taken from Hofstra's application file and submitted to CEEB. For example, by identifying all those Fall 1973 and Fall 1974 freshman applicants whose home address was in Nassau County and their subsequent admissions status (applied, accepted, enrolled, no-show), we have been able to get profiles of these Nassau County applicants at each admissions stage.

The main questions we are attempting to answer with this report are: what are the characteristics of our prospective applicants as compared to prospective applicants to other four year private colleges and to other colleges in general?... the accepted applicants as compared to the enrolled?...the enrolled as compared to the no-shows? Secondly, questions can be asked about each of the six selected groups. For example, what are the characteristics of the Hofstra applicants who requested financial aid as compared to that of the total group. In addition, each sub-group's profile can be compared with each other and all groups can be compared over time (1973-1974).

These data can be particularly useful for recruitment purposes. In addition, they can be used to generate ideas for admissions and financial aid policies,

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need for academic programs and student services. Although the data were not available to planning for the 1975 freshman class, the profiles of the 1973 and 1974 freshmen provide insights into possible trends and changes which can be useful for planning for the 1976 class. The report based on data for the 1975 freshmen should be available by about March 1976.

The Samples

Data on two main samples of Hofstra applicants are included in this report: the fall, 1973 freshman applicants and the fall, 1974 freshman applicants. In addition, comparative data are shown on the 1973, 1974 and 1975 prospective applicants. These students were college-bound seniors who participated in the College Board testing program and indicated that they would like to have had their descriptive information sent to Hofstra but who may or may not have applied for admission to Hofstra. Normative data are also shown in Table 1 in order to show comparisions of Hofstra prospective applicants with all college-bound seniors who participated in the program and with prospective applicants to other four year private colleges.

Representativeness: In the College Guide: The ATP Summary Reports, 1974 Freshman Class published by the College Board, it is noted that the overall normative data presented in the report are based on some one million college-bound seniors. This, however, represents about two-thirds of all college-bound seniors since the data are based on only those students who participated in the testing program. Thus, the information reported in the guide cannot be assumed to be necessarily true of those seniors who did not participate in the program.

In addition to the limitations of the overall data, there are specific cautions to be noted in the Hofstra data:

1. Only data on high school seniors are included in the report. About 10% of Hofstra freshmen were not high school seniors the year before entering Hofstra.

2. Only those applicants who submitted their SAT information through the College Board rather than directly through their high school are included in the report. About 20-25% of our freshmen had not indicated that they wished their scores sent to Hofstra at the testing time. They subsequently applied and requested that the high school send Hofstra their scores.

3. An additional 15-20% of our enrolled freshmen are missing from the samples. Most of these students are probably missing from the samples due to not having participated in the SDQ portion of the College Boards' Admissions Testing Program.

The final samples consisted of approximately 50% of the applied and 45% of the enrolled classes. In order to determine whether the ATP sample was useable, i.e., comparable to the total freshman Hofstra applicant group, statistical comparisons were made. It was found that the SAT's and high school deciles for the samples were comparable to those of the total group. In addition, the self-reported high school deciles of the samples as shown in the summary reports (Table 1, High School Background and Test Scores) were examined for verification of these results. The distribution of the self-reported high-school deciles was somewhat different from the distribution shown in our official records at Hofstra. This could be due

to a number of artifacts including self-report versus the record received from the high school and/or the difference between the point in time that the deciles were sent from the high schools to Hofstra and the time the students took the SDQ. These factors should be taken into account when inspecting the tables which contain the SDQ results of self-reported high school rank and grades, but they don't affect the fact that we found the samples to be reasonably representative of the total groups in terms of high school deciles (according to Hofstra records) and SAT scores.

Examination of the Tables

The summary statistics shown in this report are numerous and provide many fruitful comparisons and observations. In order to simplify and expedite this report only the highlights will be pointed out. The reader is invited to make further comparisons from the data and contact the Center for the Study of Higher Education (CSHE) for further information if needed. The data are available in detail at the Center with some additional tables on self-reported skills and abilities, interest in extra-curricular activities and breakdowns by sex. In addition, the College Guide: The ATP Summary Reports, 1974 Freshman Class, published by the College Board, is available at CSHE. This book contains a copy of each question on the SDQ and specific suggestions for using the data in admissions, recruitment, financial aid, academic programs, and student services. Some of these suggestions will be touched on later in the report.

Table 1 through 7 presented in this report show the highlights of the results of the cross-tabulation tables sent to us by the College Board. All the tables are presented in the same format and each is divided into three sections: High School Background and Test Scores, Degree Goals and Fields of Study and finally, College Plans, Activities and Finances.

Table 1 presents a comparison of the characteristics of the 1973, 1974 and 1975 prospective applicants to Hofstra and the normative data on the characteristics of 1973 and 1974 prospective applicants to four year private colleges and to colleges in general. Data on the 1973 and 1974 actual applicants to Hofstra are also shown. Table 2 includes a repeat of the data on the 1973 and 1974 applicants in order to provide easier inspection of these data as compared to the data shown on the accepted applicants, enrolling freshmen and no-shows. Tables 3 through 7 present the same data for applied, enrolled and no-show students for the six selected subgroups mentioned earlier.

Prospective Applicants, Applicants, Enrolling Freshmen and No-Shows

Inspection of Part 1 (High School Backgrounds and Test Scores) of Table 1 and 2 across the early admission stages reveals an increase in SAT Verbal and Math scores as we go from prospective applicants (normative data) to prospective applicants to Hofstra to accepted applicants. This upward trend is not only indicative of a self-selection process among Hofstra applicants in that those with higher than average SAT scores apply here, but also reflects a further screening by the school as shown by the higher scores of the accepted applicants.

The data on the accepted applicants, enrolling freshmen and no-shows show no differences in their SAT scores. That the no-shows' scores were no higher than those of the enrolling freshmen is further evidence that Hofstra is drawing students with as high SAT's as expected by the setting of high quality admissions standards. The data on self-reported high school grades and rank in class, however, is not

as clearly positive in terms of recruitment of high quality students as the data on the SAT scores. The grades of the Hofstra's applicants were slightly higher than those of the average prospective applicant (normative data) and of the prospective applicants to Hofstra. However, the grades of those who don't show at the final admission stage were slightly higher than those of the enrolling freshmen. Since the disparity between the average grades of the samples of shows and no-shows is not great, these data suggest further monitoring over time rather than changes in admissions policy.

The data over time on Hofstra's (1973-1975) prospective applicants' SAT scores show a decrease in SAT scores. This decrease, however, does not appear to be happening in the later admissions stages at Hofstra as shown by the data on the 1973 and 1974 applicants, accepted applicants, enrolling freshmen and no-shows. In fact, there is some indication of a slight increase in the scores from 1973 to 1974. In order to further investigate this trend among Hofstra's enrolled students, the Admissions Office's Quality Reports for 1973, 1974 and 1975 incoming freshmen (including SSP and NOAH) were examined. These data verified the reversal from the prospective applicant trend in that there was a slight increase in the Mean Scores from 1973 (SAT-V=499, SAT-M=536) to 1974 (SAT-V=506, SAT-M=549) and in 1975 the score stayed approximately the same (SAT-V=507, SAT-M=550).

The data on self-reported grades also show evidence of a leveling off or possibly a slight increase in quality in the last two years. The average grade point average of the enrolling freshmen was 3.19 in 1973 and 3.24 in 1974 and the percentage ranking in the first fifth of their high school class was 53% in 1973 and 58% in 1974. Although these percentages are slightly inflated due to the problems discussed earlier in the report and the differences from 1973 to 1974 are minimal, the recent trend upwards in class rank for enrolled freshmen has been verified by Hofstra internal reports (1973 Rank Mean = 3.3; 1974 Rank Mean = 2.9, 1975 Rank Mean = 2.5).

The second area of concern to Hofstra is the educational goals of their prospective applicants through the various admission stages. The results shown in Table 1 and 2 (Part 2) indicate that a larger percentage of Hofstra prospective applicants and applicants throughout all the admissions states plan to do at least some graduate study than the percentage of prospective applicants generally (as shown by the norms on other four year private colleges and other colleges in general).

Secondly, we seem to be attracting a slightly higher percentage of prospective students to our Biology and Business program than colleges in general. In general, Biology and Business appear to be the most popular fields of interest. The only major field that appeared to draw slightly more enrolling freshmen than accepted students who didn't show (no-shows) was Music but the number of students involved was small.

Part 3 of the two tables is concerned with the students' college plans, activities and finances. The most noticeable finding in this section of the tables (and consistently replicated in the tables on the sub-groups) is shown in section C on housing preference. The percentage of 1973 and 1974 Hofstra prospective applicants who indicated that they wished to reside in dorms (41%) was less than the percentage shown in the national norms (54%) and in the four year private college norms (60%). In addition, the percentage of no-shows who wanted dorms was larger (52%) than the percentage who actually enrolled (35%) and wanted dorms. This finding is not unexpected since Hofstra is primarily a commuter school. The data on the coed versus single sex dorm preferences appear to be more important for potential

plans for recruitment of dorm students. From these data it was found that more than twice as many (34% vs. 14%) 1974 applicants to Hofstra preferred to live in coed dorms rather than single sex dorms. Prospective applicants to Hofstra also preferred to live in coed rather than single sex dorms in contrast to the results shown by the national norms and four year private college norms. These norms indicated that generally students want single sex dorms as often as coed dorms. Only 9% of the sample of enrolling freshmen at Hofstra wanted to go into single sex dorms as opposed to 26% who wanted coed dorms. Only one tower of the six available to our dorm residents is coed-and this by floor, not by room.

Finally, the section on finances on each of the tables is worth examining as one tool in assessing the financial ability to attend college of Hofstra's prospective applicants compared to prospective applicants in general and our applicants at each successive admissions stage.

This section includes data on parental income and an estimate of the annual parental contribution toward the education of the students. The estimate of the annual parental contribution is based on the student's response to the SDQ questions concerning his parents' number of dependents, number of dependents in college and approximate family income before taxes.

Hofstra's prospective applicants appear to come from families with somewhat higher incomes than prospective applicants in general and slightly higher incomes than prospective applicants to other four year private colleges. As we proceed along the admission stages from prospective applicants in general, to Hofstra prospective applicants, to Hofstra applicants, the parental income and contribution towards education of Hofstra applicants again show a slight increase over that of the Hofstra prospective applicants. At this point it would be helpful to have data on these variables for applicants to other local four year colleges for comparative purposes but this information was unavailable.

Beyond the applicant admission stage, however, the relationship between the data for the shows and no-shows is inconsistent over the two years yet seem to suggest the need for change in 1974 in our financial aid policy that resulted in the 1975 Middle Income Plan.

The Subgroups

Tables 3 through 6 present profiles of the 1973 and 1974 applicants, enrolling freshmen, and no-shows in each of four sub-groups (students ranking in the top twenty percent of their high school class, applicants who requested financial aid, dorm applicants and Nassau County applicants). Table 7 presents only the 1974 data on the last two applicant sub-groups, since the 1973 data were not available for these two groups; applicants from Queens County and applicants from New York City and Long Island combined.

For the purpose of this report, the profiles presented in these five tables were only compared to the data on the total groups as presented in the first two tables and the major differences are discussed. A few smaller differences are discussed concerning the major fields of interests of the students within the sub-groups as compared to the total group. These should be viewed as suggestive rather than conclusive. They are included in the highlights because of their importance in recruitment rather than due to the decisive nature of the results. In addition, the reader might want to note specific comparisons within each table

and across the various sub-groups. A few significant highlights from these types of comparisons which appeared to be particularly relevant to recruitment have been singled out and added to the list below.

The tables show few major unexpected differences between each group and the total group. The main differences found were as follows:

1. Hofstra applicants, enrolling freshmen and no-shows who were in the top two deciles were more likely to have high SAT scores, to expect to do some graduate study, and to have received a high school honor or award and have parents whose average income was slightly less than the Hofstra applicants across the three admissions stages in the total group. In addition, the enrolled students in this sub-group and the financial aid sub-group have higher average SAT scores than the no-shows, probably reflecting the selective financial aid awards policy. This policy grants awards to only those applicants in the top two deciles with combined SAT's of 1200 or more.

2. Hofstra applicants, enrolling freshmen and no-shows from Nassau County were less likely to say that they would prefer to reside in dorms than applicants across the three admissions stages in the total group. Students residing in Nassau County were slightly more likely to major in business and less likely to major in English than all enrolling students.

3. Hofstra applicants, enrolling freshmen and no-shows who requested financial aid had somewhat higher grades and higher SAT scores, were more likely to plan to work part-time, expected to get less money towards their education from their parents and had a lower parental income than applicants across the admissions stages in the total group. They were also a bit more likely to major in music. In addition, the inconsistent relationship over time for the Show-No-Show data in the Finances section substantiates our earlier suggestion that there was a need for change in the 1974 financial aid policy which was effected in the 1975 policy.

4. Hofstra applicants, enrolling freshmen and no-shows who indicated that they wished to reside in dormitories were more likely to have a slightly higher percentage of minority students and, to have lower SAT Math and Achievement scores than the applicants across the three admissions stages in the total group. A larger percentage of dorm students indicated an interest in majoring in English than the entire group. The dorm group, especially in 1974, also had a somewhat higher rate of students who indicated more than nominal participation in community and church groups than the total group.

5. The profile of Hofstra applicants, enrolling freshmen and no-shows from New York City and Long Island was not significantly different from that of the total group.

6. The sub-group of Queens applicants, enrolling freshmen and no-shows was particularly small (only 27 enrolling freshmen) thus limiting the possibility of significant differences. Despite this limitation, the percentages of applicants across admissions stages who came from public high schools and resided in Queens was somewhat lower than the percentage in the total group.

Overview

Hofstra's participation in the College Board's 1973 and 1974 Admissions Testing Program has yielded a collection of profiles on a sample of Hofstra prospective applicants as they proceed across the successive admissions stages as prospective applicants, then applicants, accepted students, and finally as enrolled students or no-shows. In addition, normative data were provided on prospective applicants to all colleges and to other four year private colleges. These data provide many fruitful comparisons which can be used for admissions criteria, financial aid policies, plans for academic programs and particularly for recruitment purposes. Although we have been able to include a profile of the 1975 prospective applicants, additional data on these applicants will not be available until about March, 1976.

Since the tables provide numerous comparisons only the highlights are discussed. The reader is invited to make further observations and/or contact CSHE for further information.

Part 1: High School Background and Test Scores	Prospective Applicants							Applicants	
	Overall Coll. Norms		4 Yr. Priv. Coll. Norms		Hofstra University			Hofstra University	
	1973 N=N/A	1974 N=N/A	1973 N=N/A	1974 N=N/A	1973 N=4955	1974 4503	1975 4265	1973 N=2273	1974 1723
I HIGH SCHOOL TYPE									
% from Public Schools	84	83	80	80	79	78	77	81	82
II ETHNIC BACKGROUND									
% Minority Students	8	8	8	8	9	10	10	8	9
III HIGH SCHOOL RECORD									
(A) Subject Grade Point Average									
English Average	3.15	3.19	3.22	3.26	3.21	3.21	3.25	3.27	3.31
Mathematics Average	2.73	2.75	2.80	2.83	2.90	2.89	2.93	2.98	3.03
Foreign Language Average	2.91	2.91	2.98	3.00	2.90	2.94	2.95	2.98	3.01
Biological Science Average	3.00	3.01	3.05	3.07	3.05	3.04	3.02	3.12	3.16
Physical Science Average	2.81	2.91	2.88	2.95	2.93	2.97	3.03	3.00	3.09
Social Studies Average	3.20	3.23	3.25	3.28	3.22	3.20	3.25	3.31	3.29
(B) Self-Reported Class Rank									
% in First Tenth	19	19	23	23	21	20	21	24	25
% in First Fifth	43	45	48	49	47	47	48	51	53
% in First or Second Fifth	71	76	75	78	75	77	78	79	82
(C) Overall Grade Point Average	2.99	3.06	3.06	3.12	3.08	3.09	3.12	3.15	3.19
IV TEST SCORES									
(A) Scholastic Aptitude Test									
Verbal	434	438	451	454	467	462	454	479	482
Mathematics	467	468	480	482	507	502	493	521	523
(B) Achievement Tests									
Avg. in All Achievement Test Scores	504	508	512	516	523	531	535	524	531

Part 2: Degree Goals and Fields of Study	Prospective Applicants							Applicants	
	Overall Coll. Norms		4 Yr. Priv. Coll. Norms		Hofstra University			Hofstra University	
	1973 N=N/A	1974 N=N/A	1973 N=N/A	1974 N=N/A	1973 N=4955	1974 4503	1975 4265	1973 N=2273	1974 1723
V COLLEGE OVERVIEW									
(A) Degree Level Goals									
% Two-year Program or Less	5	4	3	3	3	3	4	0	1
% BA or BS	31	31	33	31	24	24	22	22	22
% Graduate Study	32	34	38	40	53	52	54	59	59
% Undecided	27	25	24	23	20	21	19	17	19
(B) Intended Field of Study									
% Agriculture	1	1	1	1	1	1	1	1	1
% Architecture	1	1	1	1	1	1	1	0	0
% Art	3	2	2	2	3	2	2	3	2
% Biological Sciences	9	10	10	11	14	14	9	16	17
% Business	10	10	7	8	12	14	16	12	13
% Computer Science	N/A	1	N/A	0	N/A	1	2	N/A	1
% Education	10	8	9	7	11	9	10	10	8
% Engineering	3	3	2	2	3	4	5	3	3
% English	3	3	4	3	7	6	3	7	6
% Ethnic Studies	0	0	0	0	0	0	0	0	0
% Foreign Language	1	1	2	2	3	3	2	3	2
% History and Cultures	N/A	2	N/A	2	N/A	1	1	N/A	1
% Home Economics	1	1	1	1	1	1	0	0	0
% Journalism	2	2	2	2	3	4	N/A	4	5
% Mathematics	3	3	3	3	4	4	3	4	5
% Music	2	2	2	2	3	2	2	3	3
% Nursing and Other Health	8	8	6	6	4	4	8	2	3
% Philosophy	1	0	1	1	0	0	0	0	0
% Physical Science	3	2	3	3	4	3	2	4	2
% Psychology	N/A	3	N/A	4	N/A	5	5	N/A	6
% Social Science	N/A	9	N/A	10	N/A	13	12	N/A	14
% Vocational	2	2	1	1	2	1	1	1	0
% Undecided	7	8	6	7	6	7	6	6	6

Table 1 (cont'd)

Part 3: College Plans, Activities and Finances	Prospective Applicants							Applicants	
	Overall Coll. Norms		4 Yr. Priv. Coll. Norms		Hofstra University			Hofstra University	
VI COLLEGE PLANS	N=N/A	N=N/A	N=N/A	N=N/A	N=4955	4503	4265	N=2273	1723
(A) Special Assistance	1973	1974	1973	1974	1973	1974	1975	1973	1974
% Education/Vocational Counseling	N/A	46	N/A	47	N/A	51	N/A	N/A	49
% Mathematical Skills	N/A	24	N/A	24	N/A	21	N/A	N/A	18
% Reading Skills	N/A	19	N/A	20	N/A	20	N/A	N/A	20
% Writing Skills	N/A	20	N/A	21	N/A	24	N/A	N/A	24
% Study Skills	N/A	27	N/A	27	N/A	28	N/A	N/A	25
% Part-time Work	N/A	47	N/A	47	N/A	47	N/A	N/A	46
% Personal Counseling	N/A	8	N/A	9	N/A	9	N/A	N/A	9
(B) Advanced Placement or Course Credit									
% Planning to Apply	54	55	54	56	54	55	58	50	51
(C) Housing Preference									
% Single-Sex Dorm	N/A	29	N/A	33	N/A	13	13	N/A	14
% Coed Dorm	N/A	25	N/A	27	N/A	28	28	N/A	34
% Dorm (Total)	N/A	54	N/A	60	N/A	41	41	N/A	48
VII ACTIVITIES									
% More than Nominal Participation in Community and Church Groups	69	69	72	71	61	62	61	64	66
% Participating in H.S. Varsity Athletics	36	37	35	36	32	34	37	33	32
% Holding Major Office in H.S. Club or Organization	39	37	41	40	31	29	27	35	32
% Receiving a H.S. Honor or Award	49	52	53	56	51	53	53	53	58
VIII FINANCES									
(A) Parental Contribution Toward Education									
Mean Contribution (in thous.)	N/A	N/A	N/A	N/A	$1.76	$2.32	$2.44	$2.00	$2.60
(B) Parental Income									
Average Income (in thous.)	$15.1	$16.8	$16.2	$17.6	$17.3	$18.7	$19.1	$19.1	$20.2
% Below $12,000	N/A	38	N/A	36	37	33	28	30	28
% $18,000 and above	23	31	27	34	32	37	N/A	41	41

Table 2: Profile of Hofstra Applicants, Accepted Applicants, Enrolling Freshmen and No-Shows

	Applicants		Accepted Applicants		Enrolling Freshman		No-Shows	
	Hofstra University		Hofstra University		Hofstra University		Hofstra University	
Part 1: High School Background and Test Scores	1973 N=2273	1974 1723	1973 N=1992	1974 1414	1973 N=436	1974 415	1973 N=1556	1974 999
I HIGH SCHOOL TYPE								
% from Public Schools	81	82	82	84	82	87	82	83
II ETHNIC BACKGROUND								
% Minority Students	8	9	7	7	4	8	8	7
III HIGH SCHOOL RECORD								
(A) Subject Grade Point Average								
English Average	3.27	3.31	3.33	3.41	3.31	3.35	3.34	3.44
Mathematics Average	2.98	3.03	3.08	3.16	3.05	3.14	3.09	3.17
Foreign Language Average	2.98	3.01	3.06	3.14	3.03	3.04	3.07	3.18
Biological Science Average	3.12	3.16	3.21	3.29	3.20	3.23	3.22	3.32
Physical Science Average	3.00	3.09	3.07	3.19	3.02	3.13	3.08	3.21
Social Studies Average	3.31	3.29	3.38	3.40	3.33	3.35	3.39	3.42
(B) Self-Reported Class Rank								
% in First Tenth	24	25	27	30	25	31	28	30
% in First Fifth	51	53	56	61	53	58	57	63
% in First or Second Fifth	79	82	84	89	83	84	84	92
(C) Overall Grade Point Average	3.15	3.19	3.23	3.30	3.19	3.24	3.24	3.32
IV TEST SCORES								
(A) Scholastic Aptitude Test								
Verbal	479	482	495	499	492	499	495	498
Mathematics	521	523	538	544	537	545	538	543
(B) Achievement Tests								
Avg. in All Achievement Test Scores	524	531	532	543	532	550	532	541

Table 2 (cont'd)

. Part 2: Degree Goals and Fields of Study

	Applicants		Accepted Applicants		Enrolling Freshman		No-Shows	
	Hofstra University		Hofstra University		Hofstra University		Hofstra University	
	1973 N=2273	1974 1723	1973 N=1992	1974 1414	1973 N=436	1974 415	1973 N=1556	1974 999
V COLLEGE OVERVIEW								
(A) Degree Level Goals								
% Two-year Program or Less	0	1	0	0	0	0	0	0
% BA or BS	22	22	21	20	22	23	21	19
% Graduate Study	59	59	62	60	60	55	62	62
% Undecided	17	19	17	19	18	21	17	18
(B) Intended Field of Study								
% Agriculture	1	1	1	1	1	1	1	1
% Architecture	0	0	0	0	1	0	0	0
% Art	3	2	3	2	2	2	3	2
% Biological Sciences	16	17	16	19	15	20	16	19
% Business	12	13	11	13	13	14	10	13
% Computer Science	N/A	1	N/A	1	N/A	2	N/A	1
% Education	10	8	9	8	10	7	9	8
% Engineering	3	3	3	3	4	3	3	3
% English	7	6	7	6	7	5	7	6
% Ethnic Studies	0	0	0	0	0	0	0	0
% Foreign Language	3	2	3	3	3	3	3	3
% History and Cultures	N/A	1	N/A	1	N/A	1	N/A	1
% Home Economics	0	0	0	0	0	0	0	0
% Journalism	4	5	4	4	3	4	4	4
% Mathematics	4	5	4	5	4	5	4	5
% Music	3	3	3	3	5	5	2	2
% Nursing and Other Health	2	3	2	2	1	2	2	2
% Philosophy	0	0	0	0	0	1	0	0
% Physical Science	4	2	4	3	3	3	4	3
% Psychology	N/A	6	N/A	6	N/A	5	N/A	6
% Social Science	N/A	14	N/A	13	N/A	12	N/A	13
% Vocational	1	0	1	0	1	0	1	0
% Undecided	6	6	6	6	5	6	6	6

Table 2 (cont'd)

Part 3: College Plans, Activities and Finances

	Applicants		Accepted Applicants		Enrolling Freshman		No-Shows	
	Hofstra University		Hofstra University		Hofstra University		Hofstra University	
VI COLLEGE PLANS	N=2273	1723	N=1992	1414	N=436	415	N=1556	999
(A) Special Assistance	1973	1974	1973	1974	1973	1974	1973	1974
% Education/Vocational Counseling	N/A	49	N/A	51	N/A	50	N/A	51
% Mathematical Skills	N/A	18	N/A	16	N/A	17	N/A	16
% Reading Skills	N/A	20	N/A	18	N/A	18	N/A	18
% Writing Skills	N/A	24	N/A	24	N/A	24	N/A	24
% Study Skills	N/A	25	N/A	23	N/A	25	N/A	22
% Part-time Work	N/A	46	N/A	48	N/A	48	N/A	48
% Personal Counseling	N/A	9	N/A	10	N/A	9	N/A	10
(B) Advanced Placement or Course Credit								
% Planning to Apply	50	51	51	51	51	50	51	51
(C) Housing Preference								
% Single-Sex Dorm	N/A	15	N/A	14	N/A	9	N/A	16
% Coed Dorm	N/A	34	N/A	33	N/A	26	N/A	36
% Dorm (Total)	N/A	48	N/A	47	N/A	35	N/A	42
VII ACTIVITIES								
% More than Nominal Participation in Community and Church Groups	64	66	65	67	62	67	66	67
% Participating in H.S. Varsity Athletics	33	32	33	32	33	33	33	32
% Holding Major Office in H.S. Club or Organization	35	32	37	33	31	31	39	34
% Receiving a H.S. Honor or Award	53	58	56	63	57	60	56	64
VIII FINANCES								
(A) Parental Contribution Toward Education								
Mean Contribution (in thous.)	$2.00	$2.60	$1.99	$2.51	$1.94	$2.46	$2.00	$2.53
(B) Parental Income								
Average Income (in thous.)	$19.1	$20.2	$19.1	$19.4	$17.9	$19.3	$19.4	$19.4
% Below $12,000	30	28	29	28	31	30	28	27
% $18,000 and above	41	41	41	39	35	39	43	39

Table 3

Profile of Hofstra 1973 and 1974 Applicants Enrolled Students and No-Shows Who Ranked in the Top Twenty Percent of Their High School Class

High School Decile 1 and 2

Part 1: High School Background and Test Scores	Applied N=926 1973	Applied N=755 1974	Enrolled N=195 1973	Enrolled N=225 1974	No-Shows N=729 1973	No-Shows N=521 1974
I HIGH SCHOOL TYPE						
% from Public Schools	84	87	83	89	85	85
II ETHNIC BACKGROUND						
% Minority Students	8	6	3	3	9	7
III HIGH SCHOOL RECORD						
(A) Subject Grade Point Average						
English Average	3.59	3.60	3.59	3.57	3.59	3.61
Mathematics Average	3.43	3.47	3.48	3.46	3.42	3.46
Foreign Lang. Avg.	3.40	3.43	3.38	3.36	3.42	3.46
Biological Science Avg.	3.49	3.57	3.50	3.53	3.50	3.59
Physical Science Avg.	3.36	3.47	3.34	3.47	3.37	3.47
Social Studies Avg.	3.62	3.61	3.60	3.65	3.63	3.61
(B) Self-Reported Class Rank						
% in First Tenth	54	51	51	53	55	50
% in First Fifth	91	88	87	87	92	88
% in First or Second Fifth	99	97	97	97	99	97
(C) Overall Grade Point Avg.	3.52	3.55	3.52	3.54	3.52	3.55
IV TEST SCORES						
(A) Scholastic Apt. Test						
Verbal	526	522	530	536	526	517
Mathematics	567	573	573	590	567	567
(B) Achievement Tests						
Avg. in All Achievement Test Scores	567	569	569	587	568	564

Table 3 (cont'd)

High School Decile 1 and 2

Part 2: Degree Goals and Fields of Study	Applied N=926 1973	Applied N=755 1974	Enrolled N=195 1973	Enrolled N=225 1974	No-Shows N=729 1973	No-Shows N=521 1974
V COLLEGE OVERVIEW						
(A) Degree Level Goals						
% Two-year Program or Less	0	0	1	0	0	0
% BA or BS	18	18	20	21	17	17
% Graduate Study	67	64	67	60	67	66
% Undecided	14	18	13	18	14	18
(B) Intended Field of Study						
% Agriculture	1	0	1	0	1	0
% Architecture	0	0	1	0	0	0
% Art	2	2	2	2	2	2
% Biological Sciences	18	21	16	22	20	21
% Business	8	11	8	13	8	10
% Computer Science	N/A	1	N/A	2	N/A	1
% Education	9	9	12	7	8	10
% Engineering	3	3	4	1	2	4
% English	7	5	7	4	7	5
% Ethnic Studies	0	0	0	0	0	0
% Foreign Language	4	3	4	2	4	3
% History and Cultures	N/A	2	N/A	2	N/A	2
% Home Economics	0	0	0	0	0	0
% Journalism	3	4	2	5	3	4
% Mathematics	6	6	7	6	6	6
% Music	3	3	6	5	2	2
% Nursing and Other Health	2	3	1	2	2	3
% Philosophy	1	0	1	0	1	0
% Physical Science	5	3	4	3	5	3
% Psychology	N/A	5	N/A	5	N/A	5
% Social Science	N/A	11	N/A	11	N/A	11
% Vocational	1	0	1	0	1	0
% Undecided	5	6	3	6	5	7

Table 3 (cont'd)

High School Decile 1 and 2

Part 3: College Plans, Activities and Finances	Applied N= 926 1973	Applied N= 755 1974	Enrolled N= 195 1973	Enrolled N= 225 1974	No-Shows N= 729 1973	No-Shows N= 521 1974
VI COLLEGE PLANS						
(A) Special Assistance						
% Education/Vocational Counseling	N/A	55	N/A	56	N/A	54
% Mathematical Skills	N/A	14	N/A	12	N/A	14
% Reading Skills	N/A	17	N/A	18	N/A	16
% Writing Skills	N/A	22	N/A	24	N/A	20
% Study Skills	N/A	19	N/A	20	N/A	17
% Part-time Work	N/A	51	N/A	51	N/A	52
% Personal Counseling	N/A	10	N/A	11	N/A	9
(B) Advanced Placement or Course Credit						
% Planning to Apply	56	53	57	52	56	54
(C) Housing Preference						
% Single-Sex Dorm	N/A	16	N/A	10	N/A	18
% Coed Dorm	N/A	30	N/A	24	N/A	32
% Dorm (Total)	55	46	41	34	58	52
VII ACTIVITIES						
% More than Nominal Participation in Community and Church Groups	63	66	62	66	63	66
% Participating in H.S. Varsity Athletics	29	29	28	35	29	26
% Holding Major Office in H.S. Club or Organization	42	39	34	34	43	41
% Receiving a H.S. Honor or Award	74	79	72	77	75	80
VIII FINANCES						
(A) Parental Contribution Toward Education						
Mean Contribution (in thous)	1.83	2.29	1.79	2.20	1.84	2.34
(B) Parental Income						
Average Income (in thous)	17.4	18.3	16 1	18.0	17.7	18.4
% Below $12,000	35	30	40	31	34	30
% $18,000 or above	32	36	26	34	34	37

Table 4

Profile of Hofstra 1973 and 1974 Applicants, Enrolled Students and No-Shows Whose Home Address was in Nassau County

	Nassau County					
	Applied		Enrolled		No-Shows	
Part 1: High School Background and Test Scores	N=960 1973	N=787 1974	N=256 1973	N=237 1974	N=590 1973	N=419 1974
I HIGH SCHOOL TYPE						
% from Public Schools	87	86	82	87	88	87
II ETHNIC BACKGROUND						
% Minority Students	4	4	0	4	4	2
III HIGH SCHOOL RECORD						
(A) Subject Grade Point Average						
English Average	3.26	3.29	3.31	3.33	3.34	3.41
Mathematics Average	3.02	3.11	3.10	3.18	3.13	3.27
Foreign Lang. Avg.	2.99	3.03	3.04	3.05	3.07	3.19
Biological Science Avg.	3.13	3.19	3.18	3.25	3.22	3.34
Physical Science Avg.	3.05	3.14	3.11	3.18	3.12	3.24
Social Studies Avg.	3.23	3.27	3.29	3.34	3.30	3.39
(B) Self-Reported Class Rank						
% in First Tenth	24	26	24	32	28	29
% in First Fifth	49	53	53	58	54	61
% in First or Second Fifth	78	82	83	83	83	89
(C) Overall Grade Point Avg.	3.15	3.20	3.21	3.25	3.22	3.33
IV TEST SCORES						
(A) Scholastic Apt. Test						
Verbal	482	485	495	502	499	504
Mathematics	532	533	543	550	552	558
(B) Achievement Tests						
Avg. in All Achievement Test Scores	535	547	535	564	548	556

Table 4 (cont'd)

Nassau County

Part 2: Degree Goals and Fields of Study	Applied N=960 1973	Applied N=787 1974	Enrolled N=256 1973	Enrolled N=237 1974	No-Shows N=590 1973	No-Shows N=419 1974
V COLLEGE OVERVIEW						
(A) Degree Level Goals						
% Two-year Program or Less	1	0	0	0	1	0
% BA or BS	22	23	20	25	21	20
% Graduate Study	60	57	62	55	62	60
% Undecided	18	19	17	19	17	20
(B) Intended Field of Study						
% Agriculture	1	0	2	1	1	0
% Architecture	0	0	0	0	0	0
% Art	3	2	3	2	3	2
% Biological Sciences	17	18	16	18	19	20
% Business	13	15	15	17	12	12
% Computer Science	N/A	1	N/A	2	N/A	1
% Education	11	9	10	9	10	9
% Engineering	4	2	5	2	2	2
% English	6	5	4	2	7	5
% Ethnic Studies	0	0	0	0	0	0
% Foreign Language	3	2	4	2	2	2
% History and Cultures	N/A	2	N/A	1	N/A	2
% Home Economics	1	0	0	0	1	0
% Journalism	3	4	3	3	3	4
% Mathematics	4	5	4	4	4	6
% Music	4	4	5	7	4	2
% Nursing and Other Health	2	3	1	3	2	3
% Philosophy	0	0	0	1	0	0
% Physical Science	4	3	3	3	4	3
% Psychology	N/A	6	N/A	5	N/A	6
% Social Science	N/A	13	N/A	13	N/A	13
% Vocational	1	1	1	0	1	0
% Undecided	7	6	8	6	7	8

Table 4 (cont'd)

Nassau County

Part 3: College Plans, Activities and Finances	Applied N=960 1973	Applied N= 737 1974	Enrolled N=256 1973	Enrolled N= 237 1974	No-Shows N= 590 1973	No-Shows N= 419 1974
VI COLLEGE PLANS						
(A) Special Assistance						
% Education/Vocational Counseling	N/A	48	N/A	49	N/A	51
% Mathematical Skills	N/A	14	N/A	11	N/A	12
% Reading Skills	N/A	18	N/A	18	N/A	17
% Writing Skills	N/A	22	N/A	24	N/A	22
% Study Skills	N/A	23	N/A	23	N/A	21
% Part-time Work	N/A	44	N/A	47	N/A	47
% Personal Counseling	N/A	9	N/A	11	N/A	10
(B) Advanced Placement or Course Credit						
% Planning to Apply	49	46	52	46	49	48
(C) Housing Preference						
% Single-Sex Dorm	N/A	9	N/A	4	N/A	12
% Coed Dorm	N/A	20	N/A	15	N/A	35
% Dorm (Total)	41	29	28	19	46	37
VII ACTIVITIES						
% More than Nominal Participation in Community and Church Groups	61	65	57	62	66	65
% Participating in H.S. Varsity Athletics	33	28	34	30	30	28
% Holding Major Office in H.S. Club or Organization	31	30	28	28	35	34
% Receiving a H.S. Honor or Award	51	58	57	61	53	63
VIII FINANCES						
(A) Parental Contribution Toward Education						
Mean Contribution (in thous)	2.09	2.66	1.96	2.53	2.13	2.56
(B) Parental Income						
Average Income (in thous)	19.6	20.8	18.2	20.2	20.0	19.9
% Below $12,000	26	26	32	31	25	24
% $18,000 or above	42	44	36	41	44	41

Table 5

Profile of Hofstra 1973 and 1974 Applicants
Enrolled Students and No-Shows
Who Requested Financial Aid

	Financial Aid Requested					
	Applied		Enrolled		No-Shows	
Part 1: High School Background and Test Scores	N= 1123 1973	N= 920 1974	N= 228 1973	N= 270 1974	N= 800 1973	N= 551 1974
I HIGH SCHOOL TYPE						
% from Public Schools	82	81	83	88	82	79
II ETHNIC BACKGROUND						
% Minority Students	13	12	6	10	12	10
III HIGH SCHOOL RECORD						
(A) Subject Grade Point Average						
English Average	3.37	3.42	3.41	3.44	3.44	3.50
Mathematics Average	3.10	3.17	3.17	3.30	3.16	3.24
Foreign Lang. Avg.	3.11	3.15	3.16	3.17	3.17	3.27
Biological Science Avg.	3.25	3.30	3.36	3.34	3.30	3.40
Physical Science Avg.	3.11	3.22	3.15	3.29	3.18	3.29
Social Studies Avg.	3.41	3.39	3.42	3.45	3.48	3.46
(B) Self-Reported Class Rank						
% in First Tenth	36	35	38	41	39	36
% in First Fifth	63	64	66	70	67	67
% in First or Second Fifth	86	88	88	89	89	92
(C) Overall Grade Point Avg.	3.26	3.30	3.30	3.36	3.32	3.39
IV TEST SCORES						
(A) Scholastic Apt. Test						
Verbal	498	502	512	522	512	512
Mathematics	537	546	553	575	549	554
(B) Achievement Tests						
Avg. in All Achievement Test Scores	546	553	555	569	550	554

Table 5 (cont'd)
Financial Aid Requested

Part 2: Degree Goals and Fields of Study	Applied N=1123 1973	Applied N=920 1974	Enrolled N=228 1973	Enrolled N=270 1974	No-Shows N=800 1973	No-Shows N=551 1974
V COLLEGE OVERVIEW						
(A) Degree Level Goals						
% Two-year Program or Less	0	1	0	0	0	1
% BA or BS	21	20	23	21	19	18
% Graduate Study	63	61	63	59	66	62
% Undecided	16	19	14	19	15	21
(B) Intended Field of Study						
% Agriculture	1	1	1	0	1	1
% Architecture	0	0	0	0	0	1
% Art	1	2	2	2	1	2
% Biological Sciences	15	18	15	21	16	20
% Business	10	12	12	13	8	11
% Computer Science	N/A	1	N/A	2	N/A	2
% Education	9	7	10	5	9	8
% Engineering	3	3	3	3	3	3
% English	8	6	8	5	8	5
% Ethnic Studies	0	0	0	0	0	0
% Foreign Language	3	2	4	2	3	2
% History and Cultures	N/A	2	N/A	2	N/A	2
% Home Economics	0	0	0	0	0	0
% Journalism	4	4	3	4	4	4
% Mathematics	4	5	4	5	5	5
% Music	5	4	8	7	4	1
% Nursing and Other Health	2	3	1	2	2	4
% Philosophy	0	0	0	0	0	0
% Physical Science	4	2	4	3	4	3
% Psychology	N/A	6	N/A	5	N/A	6
% Social Science	N/A	12	N/A	12	N/A	14
% Vocational	2	1	1	0	1	1
% Undecided	5	7	3	7	6	6

Table 5 (cont'd)

Financial Aid Requested

Part 3: College Plans, Activities and Finances	Applied N=1123 1973	Applied N=920 1974	Enrolled N=228 1973	Enrolled N=270 1974	No-Shows N=800 1973	No-Shows N=551 1974
VI COLLEGE PLANS						
(A) Special Assistance						
% Education/Vocational Counseling	N/A	55	N/A	56	N/A	55
% Mathematical Skills	N/A	18	N/A	16	N/A	16
% Reading Skills	N/A	20	N/A	19	N/A	19
% Writing Skills	N/A	24	N/A	25	N/A	23
% Study Skills	N/A	24	N/A	25	N/A	21
% Part-time Work	N/A	57	N/A	55	N/A	59
% Personal Counseling	N/A	11	N/A	11	N/A	11
(B) Advanced Placement or Course Credit						
% Planning to Apply	55	55	56	53	55	56
(C) Housing Preference						
% Single-Sex Dorm	N/A	13	N/A	9	N/A	16
% Coed Dorm	N/A	31	N/A	30	N/A	31
% Dorm (Total)	53	44	39	39	57	48
VII ACTIVITIES						
% More than Nominal Participation in Community and Church Groups	65	68	65	70	65	68
% Participating in H.S. Varsity Athletics	33	34	30	36	31	30
% Holding Major Office in H.S. Club or Organization	38	36	38	35	39	38
% Receiving a H.S. Honor or Award	61	66	66	69	62	69
VIII FINANCES						
(A) Parental Contribution Toward Education						
Mean Contribution (in thous)	1.46	1.84	1.41	2.02	1.50	1.84
(B) Parental Income						
Average Income (in thous)	14.6	15.6	13.8	16.9	14.9	15.4
% Below $12,000	46	37	48	35	46	38
% $18,000 or above	19	27	15	31	20	26

Table 6

Profile of Hofstra 1973 and 1974 Applicants, Enrolled Students and No-Shows Who Indicated That They Wished to Reside in Dormitories

	Dorm Requested					
	Applied		Enrolled		No-Shows	
Part 1: High School Background and Test Scores	N=942 1973	N=607 1974	N=127 1973	N=128 1974	N=701 1973	N= 352 1974
I HIGH SCHOOL TYPE						
% from Public Schools	81	85	81	90	81	86
II ETHNIC BACKGROUND						
% Minority Students	12	15	10	20	11	12
III HIGH SCHOOL RECORD						
(A) Subject Grade Point Average						
English Average	3.26	3.30	3.26	3.36	3.33	3.41
Mathematics Average	2.89	2.89	2.96	2.98	3.02	3.06
Foreign Lang. Avg.	2.96	2.96	3.02	2.93	3.02	3.14
Biological Science Avg.	3.05	3.09	3.11	3.20	3.15	3.25
Physical Science Avg.	2.92	3.04	2.84	2.95	2.99	3.20
Social Studies Avg.	3.35	3.29	3.38	3.32	3.43	3.42
(B) Self-Reported Class Rank						
% in First Tenth	24	24	22	28	28	29
% in First Fifth	51	54	49	58	57	65
% in First or Second Fifth	79	81	79	81	83	92
(C) Overall Grade Point Avg.	3.13	3.14	3.15	3.18	3.20	3.28
IV TEST SCORES						
(A) Scholastic Apt. Test						
Verbal	478	478	485	496	493	496
Mathematics	508	505	522	524	523	527
(B) Achievement Tests						
Avg. in All Achievement Test Scores	510	513	522	534	517	523

Table 6 (cont'd)

Part 2: Degree Goals and Fields of Study	Dorm Requested: Applied N=942 1973	Applied N=607 1974	Enrolled N=127 1973	Enrolled N=128 1974	No-Shows N=701 1973	No-Shows N=352 1974
V COLLEGE OVERVIEW						
(A) Degree Level Goals						
% Two-year Program or Less	0	0	0	0	0	0
% BA or BS	23	20	25	18	20	19
% Graduate Study	60	62	59	58	62	66
% Undecided	16	17	16	24	16	16
(B) Intended Field of Study						
% Agriculture	1	1	1	0	1	1
% Architecture	0	1	1	0	0	0
% Art	3	2	3	3	3	3
% Biological Sciences	14	15	11	19	14	16
% Business	11	10	16	9	10	10
% Computer Science	N/A	2	N/A	1	N/A	2
% Education	9	7	10	5	8	8
% Engineering	2	3	2	4	2	4
% English	10	9	14	12	9	8
% Ethnic Studies	0	0	0	0	0	0
% Foreign Language	2	3	2	5	2	2
% History and Cultures	N/A	1	N/A	1	N/A	1
% Home Economics	0	1	0	0	0	1
% Journalism	5	7	3	8	5	5
% Mathematics	2	4	2	3	3	4
% Music	2	1	5	2	2	1
% Nursing and Other Health	2	2	3	2	2	2
% Philosophy	1	0	2	0	1	0
% Physical Science	3	2	1	2	5	4
% Psychology	N/A	6	N/A	4	N/A	6
% Social Science	N/A	17	N/A	16	N/A	17
% Vocational	1	0	1	0	0	0
% Undecided	7	5	4	3	5	4

Table 6 (cont'd)

Dorm Requested

Part 3: College Plans, Activities and Finances	Applied N=942 1973	Applied N=607 1974	Enrolled N=127 1973	Enrolled N=128 1974	No-Shows N=701 1973	No-Shows N=352 1974
VI COLLEGE PLANS						
(A) Special Assistance						
% Education/Vocational Counseling	N/A	47	N/A	50	N/A	50
% Mathematical Skills	N/A	22	N/A	23	N/A	19
% Reading Skills	N/A	22	N/A	20	N/A	22
% Writing Skills	N/A	27	N/A	26	N/A	28
% Study Skills	N/A	26	N/A	27	N/A	23
% Part-time Work	N/A	47	N/A	47	N/A	49
% Personal Counseling	N/A	11	N/A	11	N/A	12
(B) Advanced Placement or Course Credit						
% Planning to Apply	49	53	46	54	49	52
(C) Housing Preference						
% Single-Sex Dorm	N/A	25	N/A	22	N/A	26
% Coed Dorm	N/A	56	N/A	49	N/A	60
% Dorm (Total)	81	81	79	71	81	86
VII ACTIVITIES						
% More than Nominal Participation in Community and Church Groups	66	73	65	80	69	73
% Participating in H.S. Varsity Athletics	36	34	37	36	36	33
% Holding Major Office in H.S. Club or Organization	40	35	35	33	42	40
% Receiving a H.S. Honor or Award	54	56	58	59	57	64
VIII FINANCES						
(A) Parental Contribution Toward Education						
Mean Contribution (in thous)	1.99	2.68	1.95	2.38	2.00	2.67
(B) Parental Income						
Average Income (in thous)	19.8	21.4	18.5	19.2	20.0	21.1
% Below $12,000	28	29	31	31	29	27
% $18,000 or above	45	44	38	40	46	43

Table 7

Profile of Hofstra 1974 Applicants, Enrolled Students and No-Shows by Selected Categories

Part 1: High School Background and Test Scores	New York City and Long Island			Queens		
	Applied N=1282	Enrolled N=348	No-Shows N=728	Applied N=164	Enrolled N=27	No-Shows N=104
I HIGH SCHOOL TYPE						
% from Public Schools	82	87	81	59	69	60
II ETHNIC BACKGROUND						
% Minority Students	9	9	8	11	16	6
III HIGH SCHOOL RECORD						
(A) Subject Grade Point Average						
English Average	3.34	3.36	3.45	3.39	3.38	3.57
Mathematics Average	3.07	3.15	3.22	2.90	3.16	3.12
Foreign Lang. Avg.	3.05	3.05	3.23	3.12	3.08	3.35
Biological Science Avg.	3.20	3.24	3.36	3.12	3.18	3.34
Physical Science Avg.	3.11	3.15	3.24	2.97	2.96	3.15
Social Studies Avg.	3.30	3.33	3.43	3.26	3.24	3.48
(B) Self-Reported Class Rank						
% in First Tenth	27	30	32	26	36	31
% in First Fifth	54	57	63	46	50	56
% in First or Second Fifth	82	85	91	80	86	92
(C) Overall Grade Point Avg	3.21	3.25	3.35	3.19	3.22	3.41
IV TEST SCORES						
(A) Scholastic Apt. Test						
Verbal	480	494	499	483	490	504
Mathematics	526	542	548	504	522	524
(B) Achievement Tests						
Avg. in All Achievement Test Scores	542	554	551	545	556	560

Table 7 (cont'd)

Part 2: Degree Goals and Fields of Study	New York City and Long Island			Queens		
	Applied N=1282	Enrolled N=348	No-Shows N=728	Applied N=164	Enrolled N=27	No-Shows N=104
V COLLEGE OVERVIEW						
(A) Degree Level Goals						
% Two-year Program or Less	1	0	0	0	0	0
% BA or BS	21	24	18	22	13	21
% Graduate Study	59	55	63	59	58	60
% Undecided	19	20	19	20	29	16
(B) Intended Field of Study						
% Agriculture	1	1	1	2	0	3
% Architecture	0	0	0	1	0	1
% Art	2	2	2	1	0	2
% Biological Sciences	18	20	18	17	28	17
% Business	15	15	13	17	16	17
% Computer Science	1	2	0	1	0	3
% Education	8	8	8	4	0	4
% Engineering	3	3	3	3	4	1
% English	6	4	5	10	8	10
% Ethnic Studies	0	0	0	0	0	0
% Foreign Language	2	2	2	1	0	1
% History and Cultures	1	2	0	0	0	0
% Home Economics	0	0	0	0	0	0
% Journalism	4	4	4	6	4	5
% Mathematics	5	4	5	3	4	3
% Music	3	6	2	1	0	0
% Nursing and Other Health	3	2	3	4	0	4
% Philosophy	0	1	1	0	0	0
% Physical Science	3	2	3	4	4	4
% Psychology	6	5	6	7	8	8
% Social Science	13	12	12	13	8	10
% Vocational	1	0	0	0	0	0
% Undecided	6	6	5	7	16	7

Table 7 (cont'd)

Part 3: College Plans, Activities and Finances	New York City and Long Island			Queens		
	Applied N=1282	Enrolled N=348	No-Shows N=728	Applied N=164	Enrolled N=27	No-Shows N=104
VI COLLEGE PLANS						
(A) Special Assistance						
% Education/Vocational Counseling	50	51	52	49	44	55
% Mathematical Skills	17	16	15	18	26	12
% Reading Skills	18	19	17	16	22	13
% Writing Skills	22	23	23	19	22	19
% Study Skills	25	24	21	22	26	15
% Part-time Work	46	49	49	43	52	45
% Personal Counseling	8	9	9	9	7	10
(B) Advanced Placement or Course Credit						
% Planning to Apply	51	49	52	52	41	55
(C) Housing Preference						
% Single-Sex Dorm	10	6	12	6	6	5
% Coed Dorm	26	21	27	26	12	26
% Dorm (Total)	36	27	39	32	18	29
VII ACTIVITIES						
% More than Nominal Participation in Community and Church Groups	64	64	64	64	59	65
% Participation in H.S. Varsity Athletics	31	32	29	30	28	28
% Holding Major Office in H.S. Club or Organization	31	29	32	30	30	31
% Receiving a H.S. Honor or Award	59	62	65	62	62	68

(Table 7 Cont'd)

College Plans, Activities and Finances (Cont'd)	New York City and Long Island			Queens		
	Applied N=1282	Enrolled N=348	No-Shows N=728	Applied N=164	Enrolled N=27	No-Shows N=104
VIII FINANCES						
(A) Parental Contribution Toward Education						
Mean Contribution (in thous.)	2.46	2.46	2.37	2.48	2.78	2.41
(B) Parental Income						
Average Income (in thous.)	19.1	19.1	18.2	19.0	18.7	18.2
% Below $12,000	31	32	30	28	25	27
% $18,000 or above	39	39	36	36	50	30